

Montana Content

	Standards	Grade
	Standard 1-Students create, perform/ exhibit, and respond in the Arts.	<ol style="list-style-type: none">1. Identify their own ideas and images based on events and personal experiences. RE - 1.4.2.2. Use a variety of materials and sources to create form.3. Present their own work and works of others.4. Collaborate with others in the creative process. [SC - 5.4.2]. SL - 2.4.3. WP - 2.4.1.5. Describe how a variety of materials, techniques, and processes cause different responses. [ML - 3.4.2].
	Standard 2-Students apply and describe the concepts, structures, and processes in the Arts.	<ol style="list-style-type: none">1. COMPOSITION-- Dance: apply the elements of space (shape, form), time (duration, rhythm), and energy to compose dance phrases. HE - 7.4.2. Music: apply the elements of rhythm, melody, and harmony to compose musical phrases. [ML - 3.4.2].

Content Standards Chart for Arts

Grade 4	Grade 8	
<p>and images based on themes, symbols, and sources to experiment with an art</p> <p>works of others. ML - 3.4.1.</p> <p>the creative process. HE - 7.4.1.</p> <p>2.4.1.</p> <p>materials, techniques and processes L - 3.4.2].</p>	<ol style="list-style-type: none"> 1. Create a work from their own ideas and images based on themes, symbols, events and personal experiences. TE - 6.8.2. [HE - 6.8.3]. RE - 1.8.3; [4.8.4; 4.8.5]. 2. Select a variety of materials and sources to demonstrate a specific art form. TE - 6.8.2. 3. Prepare and/or revise works for presentation. 4. Collaborate with others to make artistic choices. HE - 7.8.4. SL - 2.8.3. 5. Describe and analyze artistic choices in their own work and works of others. 	<p>1</p> <p>2</p> <p>1</p> <p>3</p> <p>4</p> <p>6</p> <p>5</p> <p>6</p>
<p>space (shape, level, path in space, pattern, and energy (movement quality) to</p> <p>7.4.2.</p> <p>rhythm, melody, harmony, timbre/tone</p>	<ol style="list-style-type: none"> 1. COMPOSITION-- Dance: apply the elements of space (shape, level, path in space, pattern, form), time (duration, rhythm), and energy (movement quality) to compose dances. Music: apply the elements of rhythm, melody, harmony, timbre/tone color, and form. 	<p>1</p> <p>D</p> <p>fo</p> <p>d</p>

ls Integration

Upon Graduation

mbols,
[4.8.4;
t form.
8.3.

1. Conceive and create works of art. [HE - 6.12.3]. [LT - 4.12.3].
2. Demonstrate imagination and technical skill in a minimum of one art form using traditional and nontraditional resources.
3. Select or adapt the elements of a presentational style.
4. Apply artistic discipline (e.g., concentration and focus) to complete a collaborative work. [TE - 3.12.2]. SL - 2.12.3. WP - 2.12.1.
5. Articulate meaning by describing and analyzing artistic choices in their own work and works of others.

form),
nces.
or, and

1. COMPOSITION--
Dance: apply the elements of space (shape, level, path in space, pattern, form), time (duration, rhythm), and energy (movement quality) to compose dances.
Music: apply the elements of rhythm, melody, harmony, timbre/tone color,

Standard 2-Students apply and describe the concepts, structures, and processes in the Arts.

1. COMPOSITION--
Dance: apply the elements of space (shape, form), time (duration, rhythm), and energy to compose dance phrases. HE - 7.4.2.
Music: apply the elements of rhythm, melody, color, and form.
Theatre: apply the elements of plot, character, and setting. RE - 2.4.2.
Visual Arts: apply the elements of line, shape, and texture to compose works of art, and the pattern, balance, contrast, rhythm, proportion, and dominance. MA - 4.4.1.

2. TECHNIQUES--
Dance: identify and apply the techniques of control, flexibility, dynamics, expression, and performance. HE - 3.4.1; 3.4.2.
Music: identify and apply the techniques of melody, tempo, phrasing, accompaniment, and harmony.
Theatre: identify and apply techniques to develop and act.
Visual Arts: identify and apply the techniques of painting, sculpture, design, printmaking, and drawing. HE - 3.4.2.

3. MEDIUM--
Dance: demonstrate the human body in motion.
Music: perform vocal and/or instrumental music.
Theatre: perform in ensemble (e.g., live, film).
Visual Arts: select a course of action using various media (e.g., painting, drawing, printmaking) and processes (e.g., sculpture and indigenous/traditional arts).

4. FUNCTION--
Dance: identify examples of social, theatrical, and cultural dance.
Music: identify examples of music (e.g., concerts, theatre, dance, film, social, community).
Theatre: perform in classroom or school production.
Visual Arts: identify examples of cultural, expressive, commercial, and environmental art.

5. STYLE--
Dance: identify examples of folk, popular, ballet, jazz, modern, tap) dance.
Music: identify examples of music (e.g., folk, classical, time period).
Theatre: identify and perform examples of drama.
Visual Arts: identify examples of historical and traditional visual arts, including American Indian art.

6. PRESENTATION--
Dance: show dance composition with peers and concentration. HE - 7.4.2.
Music: participate in performances.
Theatre: demonstrate storytelling and creative work.
Visual Arts: exhibit craftsmanship, complete work.

Standard 3-Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

1. Use art materials, techniques, technology to express general responses. TE - 2.4.2; 2.4.3; 3.4.1.
2. Communicate meaning through the art materials. [HE - 6.4.3; 7.4.2]. [LT - 1.4.6; 4.4.1; RE - 1.4.3; 4.4.4].
3. Explore potential solutions to a given problem.

space (shape, level, path in space, pattern, and energy (movement quality) to

7.4.2.

hythm, melody, harmony, timbre/tone

plot, character and setting. [LT - 2.4.2.](#)

of line, shape, form, color, space, value, of art, and the principles of design- m, proportion, economy, movement,

techniques of body awareness (e.g., expression, musicality) in class and

techniques of expressive devices, dynam- iment, interpretation and improvisation. niques to develop scenarios, direct and

the techniques common to drawing, tmaking, and indigenous/traditional arts.

body in motion.

strumental solos, or in ensembles.

e.g., live, film, video productions).

ction using two-dimensional processes aking) and the three-dimensional pro- genous/traditional arts).

cial, theatrical, and traditional dance.

usic (e.g., ceremonial, celebration, con- l, community, entertainment).

or school programs/productions.

of cultural, political, communication, vironmental visual arts.

lk, popular, and contemporary (e.g.,

usic (e.g., folk, jazz, ethnic, popular,

xamples of theatre (e.g., comedy, melo-

of historical, contemporary, and tradi- merican Indian art.

n with peers, emphasizing focus and

ces.

g and creative dramatics. [SL - 2.4.4.](#)

hip, completion, and develop a body of

1. COMPOSITION--

Dance: apply the elements of space (shape, level, path in space, pattern, form), time (duration, rhythm), and energy (movement quality) to compose dances.

Music: apply the elements of rhythm, melody, harmony, timbre/tone color, and form.

Theatre: apply the elements of plot, character, setting and mood. [LT - 2.8.2.](#) [RE - 2.8.2.](#)

Visual Arts: apply the elements of line, shape, form, color, space, value, and texture to compose works of art, and the principles of design-pattern, balance, contrast, rhythm, proportion, economy, movement, dominance. [MA - 4.8.1.](#)

2. TECHNIQUES--

Dance: apply the techniques of body awareness (e.g., control, flexibility, dynamics, expression, musicality) in class and performance. [HE - 3.8.2.](#)

Music: apply the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation.

Theatre: apply techniques to write, direct, act, and design. [WR - 5.8.2.](#)

Visual Arts: apply knowledge of techniques to create works (e.g., painting, drawing, printmaking, photography, computer arts, graphic design, sculpture, and indigenous/traditional arts). [TE - \[2.8.2\].](#)

3. MEDIUM--

Dance: demonstrate the human body in motion.

Music: perform vocal and/or instrumental solos, or in ensembles.

Theatre: perform solo and in ensemble (e.g., mime, live, film, video produc- tions).

Visual Arts: select a course of action using two-dimensional processes (e.g., painting, drawing, printmaking, photography, computer arts) and the three- dimensional processes (e.g., sculpture, indigenous/traditional arts).

4. FUNCTION--

Dance: identify examples of social, theatrical, and traditional dance.

Music: perform examples of music (e.g., ceremonial, celebration, concerts, theatre, dance, film, social, community, entertainment).

Theatre: perform in classroom or school programs/productions.

Visual Arts: demonstrate and compare examples of cultural, political, commu- nication, expressive, commercial, and environmental visual arts.

5. STYLE--

Dance: identify examples of folk, popular, historical, and contemporary (e.g., ballet, jazz, modern, tap) dance.

Music: perform examples of music (e.g., folk, jazz, ethnic, popular, classical, time period).

Theatre: perform examples of theatre (e.g., comedy, melodrama, plays from historical periods).

Visual Arts: demonstrate examples of historical, contemporary, and traditional visual arts, including American Indian art.

6. PRESENTATION--

Dance: rehearse, perform, and critique dance. [SL - 2.8.3.](#)

Music: rehearse, perform, and critique musical performances. [SL - 2.8.3.](#)

Theatre: rehearse, perform, and critique storytelling and improvisation. [SL - 2.8.3; 2.8.4.](#)

Visual Arts: exhibit craftsmanship, completion, and develop a body of work.

s, technologies, and processes to create

2.4.3; 3.4.1.

ugh the art forms from selected subject

[T - 1.4.6; 4.4.3\].](#) [ML - 3.4.1.](#)

o a given problem through the Arts.

1. Use art materials, techniques, technologies, and processes to create spe- cific responses. [TE - 2.8.2; \[6.8.2\]; 6.8.4.](#) [ML - 3.8.1.](#) [WP - 3.8.3.](#)

2. Communicate intended meaning based on their own ideas and concepts from other sources. [TE - 6.8.4.](#) [HE - 6.8.3.](#) [\[LT - 1.8.6; 4.8.3\].](#) [ML - 3.8.1.](#) [RE - 1.8.3; 4.8.4.](#) [WP - 3.8.3.](#)

3. Use improvisation/experimentation to determine solutions.

form), nces. or, and 8.2. and lance, 8.1. , . , rasing, ng, pture,	<p>1. COMPOSITION--</p> <p>Dance: apply the elements of space (shape, level, path in space, pattern, form), time (duration, rhythm), and energy (movement quality) to compose dances.</p> <p>Music: apply the elements of rhythm, melody, harmony, timbre/tone color, and form.</p> <p>Theatre: apply the elements of character and plot as exposition, action, climax, and resolution. RE - 2.12.2.</p> <p>Visual Arts: apply the elements of line, shape, form, color, space, value, and texture to compose works of art, and the principles of design-pattern, balance, contrast, rhythm, proportion, economy, movement, dominance. MA - 4.12.1.</p> <p>2. TECHNIQUES--</p> <p>Dance: apply the techniques of body awareness (e.g., control, flexibility, dynamics, expression, musicality) in class and performance.</p> <p>Music: apply the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation.</p> <p>Theatre: apply techniques to write, direct, act, design and produce. WR - 5.12.2</p> <p>Visual Arts: apply techniques to create works (e.g., painting, drawing, printmaking, photography, computer arts, graphic design, sculpture, and indigenous/traditional arts). TE - [2.12.2; 6.12.2].</p> <p>3. MEDIUM--</p> <p>Dance: demonstrate the human body in motion.</p> <p>Music: perform vocal and/or instrumental solos, or in ensembles.</p> <p>Theatre: perform solo and in ensemble (e.g., mime, live, film, video productions).</p> <p>Visual Arts: select a course of action using two-dimensional processes (e.g., painting, drawing, printmaking, photography, computer arts, graphic design) and three-dimensional processes (e.g., sculpture, indigenous/traditional arts).</p> <p>4. FUNCTION--</p> <p>Dance: identify examples of social, theatrical, and traditional dance.</p> <p>Music: perform and compare examples of music (e.g., ceremonial, celebration, concerts, theatre, dance, film, social, community, entertainment).</p> <p>Theatre: perform in classroom or school programs/productions.</p> <p>Visual Arts: demonstrate and compare examples of cultural, political, communication, expressive, commercial, and environmental visual arts.</p> <p>5. STYLE--</p> <p>Dance: identify examples of folk, popular, historical, and contemporary (e.g., ballet, jazz, modern, tap) dance.</p> <p>Music: perform examples of music (e.g., folk, jazz, ethnic, popular, classical, time period).</p> <p>Theatre: perform examples of theatre (e.g., comedy, tragedy, melodrama plays from historical periods).</p> <p>Visual Arts: demonstrate examples of historical, contemporary, and traditional visual arts, including American Indian art.</p> <p>6. PRESENTATION--</p> <p>Dance: rehearse, perform, and critique dance. SL - 2.12.3.</p> <p>Music: rehearse, perform, and critique musical performances. SL - 2.12.3.</p> <p>Theatre: rehearse, perform, and critique improvisation and performances. SL - 2.12.3; 2.12.4.</p> <p>Visual Arts: exhibit craftsmanship, completion, and develop a body of work. ML - 3.12.1.</p>
pe- pts 8.1.	<p>1. Use art materials, techniques, technologies , and processes to create specific products and responses to ideas. TE - 2.12.2; [6.12.2]; 6.12.4. ML - 3.12.1.</p> <p>2. Communicate intended meaning through the interpretation of a subject. HE - 6.12.3. [LT - 1.12.6; 4.12.3]. ML - 3.12.1. RE - 1.12.3. SS - 6.12.2.</p> <p>3. Use improvisation/experimentation to predict potential solutions to prob-</p>

Ar

ideas, pose and solve problems, and discover meaning.

2. Communicate meaning through the art matter. [HE - 6.4.3; 7.4.2]. [LT - 1.4.6; 4.4.3; 4.4.4].
 3. Explore potential solutions to a given problem. [TE - 2.4.3].
 4. Use technical skills.
 Dance--perform movements and rhythm patterns. [TE - 2.4.3].
 Music--sing and play music using dynamic markings.
 Theatre--use mind, voice, and body to create stories.
 Visual Arts--create works of art with content and media possibilities. [TE - 6.4.2]. ML - 3.4.1; 4.4.7.
 5. Identify and use an appropriate symbol or element.
 Dance--use dance elements (space, time, energy) to create and produce movements demonstrating meaning.
 Music--use standard symbols to identify musical dynamics.
 Theatre--recognize and use stage directions.
 Visual Arts+C6--recognize and use symbols and media used to create works of art. ML - 3.4.1; 4.4.7.

Standard 4-Students analyze characteristics and merits of their work and the work of others.

1. Use vocabulary of the discipline to describe art. [TE - 3.4.1; 5.4.1]. [LT - 4.4.3]. [RE - 5.4.1; 5.4.2]. WR - 6.4.4.
 2. Describe personal works to others. [TE - 3.4.1; 5.4.1]. WP - 2.4.2. WR - 6.4.4.
 3. Devise criteria for evaluation. [TE - 5.4.1; 5.4.2]. WR - 6.4.3.
 4. Recognize a variety of different responses.

Standard 5-Students understand the role of the Arts in society, diverse cultures, and historical periods.

1. Recognize ways in which the Arts have a distinctive relationship to various cultures and media of expression. LM - 3.4.1. ML - 2.4.1; 4.4.7. WP - 2.4.6. WL - 4.1.4.
 2. Identify and describe specific works of art from various cultures, times and places. [TE - 3.4.1; 5.4.1]. SS - 6.4.2; 6.4.4. WP - 2.4.6. WL - 4.1.2; 4.1.3.
 3. Recognize various reasons for creating art. [TE - 6.4.2].
 4. Recognize common emotions, experiences. SS - 6.4.2.
 5. Demonstrate appropriate audience behavior for the style of art presented. [TE - 3.4.1; 5.4.3].
 6. Explore their own culture as reflected through the Arts. [TE - 5.4.2; 6.4.2]. LM - 3.4.2. WP - 2.4.6.

Standard 6-Students make connections among the Arts, other subject areas, life, and work.

1. Identify similarities and differences in terms/elements used in the various Arts. [RE - 5.4.1; 5.4.2].
 2. Identify interrelated elements among the Arts. [TE - 5.4.3].

<p>through the art forms from selected subject areas. [TE - 1.4.6; 4.4.3]. ML - 3.4.1.</p> <p>to a given problem through the Arts.</p> <p>and rhythm patterns. TE - 2.4.1; 2.4.2;</p> <p>ing dynamics, phrasing, and interpretation.</p> <p>body to create characters and tell stories.</p> <p>with content that is consistent with the subject. ML - 3.4.1.</p> <p>ate symbol system.</p> <p>ace, time, energy) to discuss movements demonstrated and/or described in words.</p> <p>o identify meter, rhythm, pitch, and harmony.</p> <p>ge direction.</p> <p>use symbol language appropriate to the subject. ML - 3.4.1.</p>	<p>2. Communicate intended meaning based on their own ideas and concepts from other sources. TE - 6.8.4. HE - 6.8.3. [LT - 1.8.6; 4.8.3]. ML - 3.8.1. RE - 1.8.3; 4.8.4. WP - 3.8.3.</p> <p>3. Use improvisation/experimentation to determine solutions.</p> <p>4. Use technical skills.</p> <p>Dance--perform movements and rhythm patterns with control and expression. HE - 2.8.1.</p> <p>Music--use accepted performance and expressive techniques (e.g., breath control, posture) while singing and playing music in small and large ensembles.</p> <p>Theatre--use scenery, properties, sound, costume, and make-up to communicate locale and mood.</p> <p>Visual Arts--experiment and practice with a variety of media to achieve clarity of expression. [ML - 3.8.2].</p> <p>5. Understand and use symbol systems.</p> <p>Dance--use dance elements (space, time, energy) to discuss movement and produce movements demonstrated and/or described in words.</p> <p>Music--identify and define standard notation symbols including pitch, rhythm, dynamics, tempo, articulation, and expression.</p> <p>Theatre--understand and apply stage direction and ground plans.</p> <p>Visual Arts--examine the breadth and depth of possible responses presented by media and media techniques. [ML - 3.8.1; 3.8.2].</p>	
<p>outline to describe a variety of works of art. [RE - 1.4.2]. SL - 3.4.2.</p> <p>others. [TE - 3.4.1]. [SL - 2.4.3].</p> <p>n. [TE - 5.4.2]. ML - 3.4.2.</p> <p>rent responses to specific works of art.</p>	<p>1. Evaluate the quality and effectiveness of their own and other art works by applying specific criteria appropriate to the style and offer constructive suggestions for improvement. ML - 3.8.2. [RE - 1.8.3]. [WP - 2.8.2]. WR - 6.8.4.</p> <p>2. Describe the influence of personal experience on the interpretation of works of art. RE - 1.8.3. [SL - 3.8.6]. WR - 6.8.4.</p> <p>3. Develop and apply criteria for evaluating quality and effectiveness of the work of art. [LT - 4.8.3]. RE - 1.8.3. WP - 4.8.3. WR - 6.8.3.</p> <p>4. Describe and compare a variety of individual responses to works of art. [TE - 3.8.1; 5.8.1; 6.8.2]. RE - 1.8.3. [SL - 3.8.6; 3.8.7]. WR - 6.8.4.</p>	
<p>e Arts have both an historical and cultural context (e.g., American Indian) and are influenced by the Arts. 1. ML - 2.4.2; [4.4.3]. SS - 4.4.1;</p> <p>c works of art belonging to particular cultures, times and places in the context in which they were created. [TE - 3.8.1; 5.4.1; 6.4.1]. LM - 3.4.1. WL - 4.I.2; 4.I.3; 4.I.4.</p> <p>or creating works of art. SS - 4.4.6;</p> <p>s, experiences, and expressions in art.</p> <p>audience behavior for the context and style of art presented. [TE - 5.8.3]. SL - 2.8.5.</p> <p>reflected through the Arts. WP - 2.4.6.</p>	<p>1. Demonstrate how history/culture and the Arts influence each other. [TE - 3.8.1]. LT - 5.8.1. ML - 2.8.2; 4.8.3. SS - 4.8.2; 6.8.2. WP - 2.8.6.</p> <p>2. Identify, describe, and analyze specific works of art as belonging to particular cultures, times and places in the context in which they were created. [TE - 3.8.1; 5.8.1; 6.8.4]. LM - 3.8.1. WP - 2.8.6. WL - 4.II.3; 4.II.4.</p> <p>3. Compare various reasons for creating works of art. SS - 6.8.2.</p> <p>4. Describe how people's emotions and experiences influence the development of specific art works. [TE - 3.8.1]. SS - 6.8.2.</p> <p>5. Demonstrate appropriate audience behavior for the context and style of art presented. [TE - 5.8.3]. SL - 2.8.5.</p> <p>6. Determine the connection of a work of art to societal and cultural change or preservation, including American Indian culture and art. [TE - 6.8.1]. SS - 6.8.2. WP - 2.8.6. WL - 6.II.2.</p>	
<p>ferences in the meanings of common words and phrases. [TE - 5.4.1; 6.4.1].</p> <p>ts among the Arts and other subject areas.</p>	<p>1. Compare and explain how the characteristic materials of each art (e.g., sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) correlate to similar events, scenes, emotions, or ideas. [TE - 3.8.1; 5.8.1; 5.8.3]. [WR - 4.8.1; 4.8.2].</p>	

pts 8.1. ssion. h uni- and	<p>ML - 3.12.1.</p> <p>2. Communicate intended meaning through the interpretation of a subject. HE - 6.12.3. [LT - 1.12.6; 4.12.3]. ML - 3.12.1. RE - 1.12.3. SS - 6.12.2.</p> <p>3. Use improvisation/experimentation to predict potential solutions to problems and pose new problems. [TE - 6.12.3].</p> <p>4. Use technical skills.</p> <p>Dance--perform movements and rhythm patterns with appropriate range of dynamics and expression. HE - 2.12.1.</p> <p>Music--sing or play music with expression and technical accuracy exhibiting a large and varied repertoire of vocal or instrumental literature.</p> <p>Theatre--use scenery, properties, sound, costume, make-up, and lighting to communicate locale and mood.</p> <p>Visual Arts--explore and practice skills to enhance communication with consistency.</p> <p>5. Understand and use symbol systems. [ML - 3.12.1].</p> <p>Dance--use dance elements (space, time, energy) to discuss movement and produce movements demonstrated and/or described in words.</p> <p>Music--read and use standard and nonstandard notation symbols through participation in small and large ensembles.</p> <p>Theatre--understand and apply stage direction and ground plans.</p> <p>Visual Arts--understand and apply appropriate symbol language to maximize expression in a specific media. ML - 3.12.1; 3.12.2.</p>
ks by f f the art.	<p>1. Evaluate an art work by comparing and contrasting it to similar or exemplary works of art. [TE - 6.12.1]. [SL - 3.12.6]. WR - 6.12.4.</p> <p>2. Compare and contrast how meaning is communicated in two or more of the students' own works and/or works of others. [TE - 3.12.1]. SL - 3.12.6. WR - 6.12.4.</p> <p>3. Refine specific criteria for making informed critical evaluation of the quality and effectiveness of a work of art. LT - 4.12.3. ML - 3.12.2. SL - 3.12.6. WP - 2.12.3. WR - 6.12.3.</p> <p>4. Analyze various interpretations as a means for understanding/evaluating works of art. SL - 3.12.6. WR - 6.12.3; 6.12.4.</p>
5. e- I.4. op- of art nge	<p>1. Identify and describe the role of the artist in cultures and societies. [TE - 3.12.1; 5.12.1]. LT - 5.12.4. ML - 4.12.3. SS - 4.12.4.</p> <p>2. Identify, describe and analyze specific works of art as belonging to particular cultures, times and places in the context in which they were created. [TE - 3.12.1; 5.12.1; 6.12.1; 6.12.4]. LM - 3.12.1. ML - 2.12.2. WL - 4.III.3; 4.III.4.</p> <p>3. Identify intentions of those creating art works, explore the implications of various purposes and justify analysis. [LT - 5.12.2]. ML - 4.12.3.</p> <p>4. Analyze contemporary and historic meanings and emotions in specific art works through cultural and aesthetic inquiry. WL - 6.III.2.</p> <p>5. Demonstrate appropriate audience behavior for the context and style of art presented. SL - 2.12.5.</p> <p>6. Investigate a variety of artworks from resources in the community and analyze and communicate cultural and historical context. [TE - 3.12.1; 5.12.1]. LM - 3.12.2. SS - 4.12.2; 6.12.2. WL - 4.III.4; 9.III.3.</p>
, s, or	<p>1. Explain how elements, processes (e.g., imagination, craftsmanship) and organizational principles are used in similar and distinctive ways. [TE - 3.12.1].</p> <p>2. Connect and analyze interrelated elements of the Arts and other subject</p>

Standard 6-Students make connections among the Arts, other subject areas, life, and work.

1. Identify similarities and differences in terms/elements used in the various Arts. [RE - 5.4.1; 5.4.2].
2. Identify interrelated elements among the areas. [RE - 5.4.2].
3. Identify the role of the Arts in the world. WP - 3.4.1; 6.4.5.
4. Identify how art reflects life. [TE - 5.4.2; SS - 6.4.2].

LEGEND:

This chart illustrates the “explicit” and “implicit” over standards with minor adjustments.

Content Code:

AR - Arts (dark pink)

HE - Health Education

ML - Media Literacy (blue)

RE - Reading Education

TE - Technology (purple)

WP - Workplaces

User Code:

AR 1.4.2 = Art, Standard 1, Grade 4, Benchmark 2



Linda McCulloch, Superintendent

Montana Office of Public Instruction

PO Box 202501

Helena, Montana 59620-2501

www.opi.state.mt.us

<p>ferences in the meanings of common ous Arts. [TE - 5.4.1; 6.4.1].</p> <p>ts among the Arts and other subject</p> <p>in the world of work. [TE - 5.4.1].</p> <p>. [TE - 5.4.1]. [ML - 1.4.1].</p>	<p>1. Compare and explain how the characteristic materials of each art (e.g., sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) correlate to similar events, scenes, emotions, or ideas. [TE - 3.8.1; 5.8.1; 5.8.3]. [WR - 4.8.1; 4.8.2].</p> <p>2. Utilize interrelated elements among the Arts and other subject areas. [TE - 6.8.1]. HE - 5.8.6. WP - 6.8.6.</p> <p>3. Explore vocational and avocational opportunities in the Arts. [TE - 5.8.1]. WP - 6.8.5; 6.8.6.</p> <p>4. Identify how works of art reflect the environment in which they are created. [TE - 4.8.3; 6.8.1]. SS - 6.8.4.</p>
---	---

“implicit” overlaps in the standards. With “explicit” overlaps, a teacher will naturally cover both standards. With “implicit”

Health Enhancement (black)	LM - Library Media (pink)	LT - Literature (blue)
Reading (blue)	SC - Science (red)	SS - Social Studies (gold)
Workplace Competencies (yellow)	WL - World Languages (lilac)	WR - Writing (blue)
enchmark 2		

endent
on

s, or	<ol style="list-style-type: none"> 1. Explain how elements, processes (e.g., imagination, craftsmanship) and organizational principles are used in similar and distinctive ways. [TE - 3.12.1]. 2. Connect and analyze interrelated elements of the Arts and other subject areas. [TE - 6.12.3]. HE - 1.12.3. WP - 6.12.1. 3. Experience the elements of art careers in a professional setting. WP - 6.12.1. 4. Analyze how works of art reflect the environment in which they are created. [TE - 4.12.3; 5.12.1; 6.12.1]. [SS - 6.12.4].
-------	---

“implicit” (in brackets ex: [RE - 1.4.2]) a teacher could easily teach both

ue) MA - Math (green)
s (gold) SL - Speaking and Listening (blue)
e)